Stakeholder Involvement {Fed. Req. #5}

1. Using the following chart, describe how each required stakeholder is involved in the development, implementation, and evaluation of CTE programs. Description should include the role of the stakeholder. *If stakeholder is not currently involved, describe plan to involve the stakeholder in the future. Also describe any differences among districts in the consortium.*

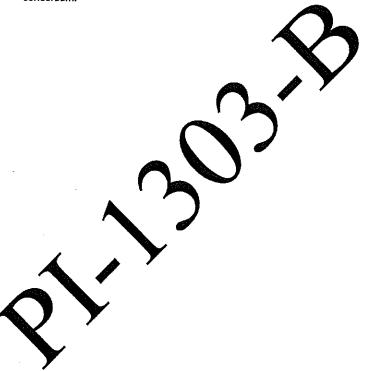| Parents	
Development *Describe any differences among districts in the consortium.*	This is a compilation of activities across the 16 school districts. Activities vary by district but these reflect the common types of events and involvement. These activities also reflect a multi year curriculum cycle in some districts so the activity does not necessarily occur on a monthly or yearly basis. Unique events are notated. Input during conferences, open house, class-end surveys, parent advisory committee, CTE-specific advisory committee(s). School 1 – "Coffee with the Principal" School 2 – All parents of ProStart students serve as part of the Advisory Board for the program. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board. School 4 – Survey focus groups
Implementation *Describe any differences among districts in the consortium.*	Freshman orientation, informal input, program advocate, guest speakers, classroom support (chaperone for field trips, projects), parent/teacher conferences, newsletters, progress reports, open house, program walk-through, classroom observation, input on curriculum committee and to Board. School 2 – Parent took over this year as a leader for the ProStart program during teacher's medical leave. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Parent teacher conferences, formal and informal feedback, focus group, share data/analyze data, recommendation to other parents, community survey. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Students	
Development *Describe any differences among districts in the consortium.*	Interest surveys and questionnaires, pre-test to establish program content, follow-up to individual inquiry, committee representation, classroom participation, needs assessments, informal discussion School 1 – Principals Cabinet of the Student Council. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Implementation *Describe any differences among districts in the consortium.*	Interest survey, group participation, progress reports, open house participation/presentations, program delegates and hosts at school-wide events, representation on regional panels, informal and formal discussion, suggest recruit guest speakers, present to incoming freshman to market program/course. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Post-graduate survey, end-of-course feedback, exit interviews, feedback from others, recommendations to others (parents, peers, incoming freshmen), class registration, KWL, Pre/post tests, class surveys. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Academic Teachers	
Development *Describe any differences among districts in the consortium.*	Team teaching, shared planning time, building leadership team, input at faculty meetings, on-site program evaluation, survey, informal discussion, staff development programs. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board. School 4 – SMART Goal Planning
Implementation *Describe any differences among districts in the consortium.*	Work together on common issues – staff development, professional learning community members, collaborate together (i.e., integration of math and TEE), item analysis at data retreat, sharing of ideas, substitute teach, shared planning time, collaboration on development of curriculum/learning activities, integration between CTE and other departments. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

Evaluation *Describe any differences among districts in the consortium.*	Faculty meeting conversations, data retreat, on-site evaluation, survey and how results impact students/classes. School 3– Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

CTE Teachers

Development *Describe any differences among districts in the consortium.*	Working together as multi-disciplinary teams, POS planning and implementation, sharing resources (web, literature, videos, classroom supplies), departmental meetings, staff development, shared teaching, common research on needs, interests, best practice visits to other districts. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board. School 4 – SMART Goal Planning
Implementation *Describe any differences among districts in the consortium.*	Shared planning, informal discussions, department meetings, suggestions for assessing individual student needs, classroom activities, sharing of resources (tangible and intangible), shared field trips, curriculum development, networking with other CTE professionals, list-serves and participation at conferences and seminars. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Develop curriculum con-currently or as a team, provide formal and informal feedback and suggestions, collegial support. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

Post-Secondary Faculty/Staff

Development *Describe any differences among districts in the consortium.*	Articulation development, use of WTCS Advisory Committees, staff development, list serves, state CTE conventions – presenters, re-certification advisors, PIPP committee, monthly meetings, curriculum sharing
Implementation *Describe any differences among districts in the consortium.*	Curriculum sharing, articulation development, focus group, on-site review/recommendations, classroom speakers, field trips to post-secondary, attendance at monthly Tech Prep meetings, staff development, activities for students, career development presentations and career day participants
Evaluation *Describe any differences among districts in the consortium.*	Articulation meetings and tech prep meetings, tech college follow-up and enrollment data

School Boards/Members

Development *Describe any differences among districts in the consortium.*	Curriculum committee, program approval, informal discussion, textbook adoption approval, promote mission and vision
Implementation *Describe any differences among districts in the consortium.*	Approve program funding, staffing, and curriculum, , informal discussion, recommendation to others, community liaison. School 2 – ProStart Presentation to the School Board each year.
Evaluation *Describe any differences among districts in the consortium.*	Recommendation to others, open house, photo opportunities, analysis and consideration of data that supports programs

Administrators

Development *Describe any differences among districts in the consortium.*	Sounding board for yearly implementation, liaison to community and Board, advisory committee members, program approval, new course approval, approve budgets, ensure district mission and vision promoted through CTE. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board. School 4 – SMART Goal Planning
Implementation *Describe any differences among districts in the consortium.*	Scheduling, formal discussion, facilitate and guide curriculum development and instructional practice, create/approve budgets, provide outside resources and PR, liaison to community and Board, provide support and program monitoring. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Critique/monitor goals/accomplishments, progress checks, staff evaluation, analyze enrollments and other data (WKCE, attendance, behavior reports, graduation rates), vision/mission oversight, in class observations, conferences with parents, students and other staff. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

School Counselors

Development *Describe any differences among districts in the consortium.*	Individual learning plans, conduit between students, parent, ILP and CTE staff, participate in training programs in order to be knowledgeable and supportive (PLT, School 5), student feedback, assess student needs, connections to post secondary transitions, provide insight and offer suggestions for curriculum content based on school climate, global student issues. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board. School 4 – SMART Goal Planning
Implementation *Describe any differences among districts in the consortium.*	Scholarships within CTE, student registration, scheduling, matching students with career interests/personal strengths, liaison to school community and parents, programs of study support and implementation, committee meeting participant, promote programs to students, recommend learning strategies, provide insight individual student needs/accommodation, career connections, classroom presentations. School 1 – classroom presentation in CTE and American Issues. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Survey graduates and alumni, survey, monitor class enrollments, collect student data (interest inventories), assist with data disaggregation. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

Tech Prep Coordinators and/or Tech Prep Consortia

Development *Describe any differences among districts in the consortium.*	Curriculum connections, liaison to post-secondary faculty, staff and facilities, create networking opportunities for CTE staff, source of information and other resources, WTCS & Technical College School Work/Tech Prep Committees. School 4 – SMART Goal Planning
Implementation *Describe any differences among districts in the consortium.*	Create networking and resource sharing opportunities, curriculum sharing, articulation development, on-site review/recommendation, provide guest speakers, connection between business and industry, and within post-secondary setting (field trips), externships, POS development, professional development programs
Evaluation *Describe any differences among districts in the consortium.*	Articulation meetings with staff, on-site review team member, create/facilitate advisory committees, create and share annual report of activities, assist in evaluation of programs

Business and Industry

Development *Describe any differences among districts in the*	Participation in creation of state and national program standards, advisory committees, skill development advisory, formal and informal discussion, conduit to Board, input into curriculum development. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

consortium.	
Implementation *Describe any differences among districts in the consortium.*	Provide work-sites, job shadow sites, guest speakers, equipment and classroom resources (guest teacher for specific units), supervised ANR activities, survey and year-end program review, suggestions, advisory committee members, curriculum review, program sponsors, youth apprenticeship program support. School 1 – Scholarships, PSLD in building. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	Employability skills feedback, assist in evaluation of work-based learning program participants, sponsorship, monitor program progress, community advocate, provide support, recommendation, liaison to other business, community, Board and administration, youth apprenticeship evaluations. School 2 – Prostart National Certification Examination, businesss partners judge ProStart competitions. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board

Labor Organizations

Development *Describe any differences among districts in the consortium.*	Participation in state and national program standards, advisory committees (generally because member of other stakeholder group – parent, business representative)
Implementation *Describe any differences among districts in the consortium.*	Youth apprenticeship program support, support and funding for industry-recommended classroom materials, and guest speakers
Evaluation *Describe any differences among districts in the consortium.*	Employability skills feedback, assist in evaluation work-based learning program participants, sponsorship, community advocate, provide support, recommendation, liaison to other business, community, Board and administration

Special Populations as defined in Perkins, Section 3, Definitions

Development *Describe any differences among districts in the consortium.*	Assist in development of tiered lessons to support learning needs of all students, classroom aides, IEP advocates, curriculum development, assess student needs, connections to post secondary transitions, identify issues (school/cultural to be incorporated into curriculum and lessons), lesson modification, student advocacy. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Implementation *Describe any differences among districts in the consortium.*	Team teaching, classroom observation, feedback and lesson modification suggestions, promote programs to students, provide insight individual student needs/accommodation, career connections, lesson modification, student advocacy. School 3 – Curriculum Committee serves in advisory and approval for proposals to present curriculum to school board
Evaluation *Describe any differences among districts in the consortium.*	On-site review team participants, formal and informal discussion and input, advisory committee, participation in data retreats and data analysis, recommendation to others, liaison to students, parents, other staff, transition plan implementation and matriculation to training, school, or DVR programs

Tribally-controlled post-secondary CTE Institutions, if applicable

Development *Describe any differences among districts in the consortium.*	Not applicable
Implementation *Describe any differences among districts in the*	Not applicable

consortium.	
Evaluation *Describe any differences among districts in the consortium.*	Not applicable

Other (if applicable):

Development *Describe any differences among districts in the consortium.*	LVEC and outside education consultants – curriculum development, best practices, liaison to colleagues across state and DPI, advisory committees, POS planning and development, professional development, resource procurement, School 1 – Social Issues class offers input
Implementation *Describe any differences among districts in the consortium.*	LVEC and outside education consultants – guest presenters, classroom support, assist in access to resources, grant funds, create and provide networking opportunities, represent district at state-level meetings and programs, liaison to community, business, other district and CTE professionals, facilitate staff development programs, assist in implementation of POS, identify and collect data, act as resource to staff and programs. School 1 - team teaching
Evaluation *Describe any differences among districts in the consortium.*	LVEC and outside education consultants – data analysis, construct tools, facilitate on-site review process, construct and administer surveys, evaluate and recommend resources, critique/monitor goals/accomplishments, progress checks, vision/mission oversight, liaison to community, business, CTE colleagues, Board and administration

2. Provide an overview of the coordination of CTE with relevant groups/organizations beyond the CTE program or outside of the school district. This overview may include high school reform efforts, reading across the curriculum, education committees of the economic development regions, etc. These groups may include Economic Development Region, Workforce Development Boards, Tech Prep Consortia, other agencies and/or employers with an interest in career preparation and success of all students. *Also describe any differences among districts in the consortium.*